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the Sixth Book of the Aeneid might well have caused the author to modify his statements.

But as an introduction to an intensive study of the problems presented by the history of Roman religion the book is excellent. To the student in the senior class of a college, to the secondary school teacher who wishes to gain a better conception of the fundamental difference between the traditional and the actual history of Roman religion, and to the educated layman who desires historical insight, we can recommend Professor Carter's book most heartily.

ERNST RIESS

Beginning Latin. By John Edmund Barss. Boston: D. C. Heath and Co. (1906). Pp. x + 321. \$1.00.

This is a book of 95 lessons, of which 18 are reading lessons that may be omitted. The last four lessons treat subjects which can better be treated during the reading of Caesar and so will usually be omitted. The book is accordingly easily reduced to 73 lessons and so is available for those classes that cannot spend a full year upon a beginners' book.

Special vocabularies for each lesson, excepting the reading lessons, are placed at the end of the book; these contain an average of about six words each. The total number of words in these vocabularies is about six words each; for the whole book the number is approximately 500, practically all of which are commonly found in Caesar.

As a supplement to each lesson, excepting the reading lesson, there is in the second half of the book a series of "Exercises for Class Drill" consisting of material for drill in paradigms and of English-Latin and Latin-English sentences illustrative of the principles of syntax treated in the regular lesson. These exercises, in spite of faults mentioned later, are admirably suited to their purpose and add much to the value of the book. Exercises 46, 58, 74 are typical.

Every fifth lesson is a reading lesson. These may be omitted if desired, because they involve neither new principles of syntax nor new paradigms and because there is sufficient reading material in the book without them. The first 12 of them in particular seem to present too wide a vocabulary.

The author's experience seems to have taught him that beginners write their first English-Latin exercises very badly; he has accordingly placed in the early lessons such explicit directions regarding the use of case and personal endings that the most immature student could scarcely go wrong in his first

Latin writing; cf. §§ 28-31. Throughout the book the English-Latin exercise is placed as the first, sometimes as the only exercise in a lesson introducing a new paradigm or principle of syntax.

This book is distinguished from other first Latin books by its treatment of paradigms. The verb and adjective paradigms are very seldom printed out for the student to study but instead directions are given for "building" the paradigm by combining stems and endings. Then follows an exercise for the student in writing out in full the paradigm in question. This method is occasionally applied to noun paradigms. So thoroughly does the author believe in this method of "paradigm building" that paradigms of regular nouns and verbs are not printed in full even in the Appendix; endings only are given. For application of the method see §§ 126-128, 376-377.

Since mastery of forms is of prime importance to a beginner a book which replaces the printed paradigm by directions for "paradigm building" should have those directions simply and clearly stated. Unfortunately these directions are often not so stated. The directions for constructing verb paradigms are especially open to criticism for the author has tried to show that practically all verb forms are ultimately derived from a "present stem" and this he has not done in a way suitable for beginners. It probably cannot be done. The statements regarding verb formation are subject to too many modifications. For example in § 341 the author takes twelve lines to tell how the present subjunctive is formed from the "present stem"; then, realizing that his direction is not satisfactory, he restates it, and, because he makes no reference to "present stem", makes a clear statement in only four lines. Other sections which would be improved by similar restatement are 65, 107, 169, 341, 342, 353, 369.

As is to be expected in a first edition, the book shows a number of mistakes in quantity and some typographical errors. There are also three errors in statement. Six lessons employ some paradigm or principle of syntax first treated in a later lesson. Few directions regarding Latin word order are found, and these few are frequently violated. The book would tend to confirm young students in the belief they are quick to hold, that any word order will do in Latin.

The book is of unusual excellence in that which is of equal importance with the treatment of paradigms—namely, the treatment of syntax. The explanations of principles of syntax are always clear and full, the exercises that follow the explanations typical.

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